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ABSTRACT

The paper addresses behavior management strategies for developing new behaviors in special needs learners, strategies for changing existing behaviors, and strategies for developing behavioral generalization. An introductory overview identifies five basic principles of behavior management. Fourteen behavioral terms are then defined (e.g., contingency contracting, extinction, Premack principle, timeout). Guidelines for practitioners are addressed through answers to frequently asked questions including: why do instructors need a behavior management system? when does behavior management work best? when are specific behavior management techniques needed? and what are some strategies for developing behavior generalization? Behavioral strategies briefly described include modeling, encouragement, verbal reward consequences, verbal correction consequences, contingency contracting, timeout, and self-monitoring. Attachments include a list of 99 ways to say "very good", a sample contingency contract, a list of reinforcers identified by secondary-aged students, and two sample teaching plans. Thirteen references are listed. (DB)

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ED326004

TITLE: BEHAVIOR MANAGEMENT OF SPECIAL NEEDS LEARNERS:

POSITIVE APPROACHES

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ABSTRACT: This module addresses behavior management strategies for developing new behaviors, strategies for changing existing behaviors, and strategies for developing behavioral generalization.

EC 232607

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BEHAVIOR MANAGEMENT OF SPECIAL NEEDS LEARNERS: POSITIVE APPROACHES

Overview

Behavior management of special needs students is often a concern for instructors and employers. The use of specific behavior techniques allows behavior problems to be successfully treated. This module will address treatment according to strategies for developing new behaviors, strategies for changing existing behaviors, and strategies for developing behavioral generalization.

Sitlington and Gleiss-Monar (1985) suggest that some basic principles of behavior management should be kept in mind when dealing with the behavior of special needs learners. These principles are stated below:

1. Most behaviors are learned. Everyone builds a repertoire of behaviors that is based on the responses of others.

2. A behavior will be reinforced or discouraged by its consequences; thus, consequences control behavior, not the reverse.

3. Behavior that is reinforced will increase. A person will be more likely to repeat a behavior that produced a desirable consequence in the past.

4. Behavior that has been reinforced in the past will decrease if the reinforcement is withdrawn.

5. Behavior that is punished will decrease, but other inappropriate behaviors may replace it.

Definitions/Terminology

Behavior	The actions or reactions of a person under specified circumstances. This term can refer to social and emotional behavior as well as task-oriented and other academic behavior. Both types of behavior can be controlled by the instructor using behavior management techniques.
Behavior Management	A broad term that includes several procedures and techniques designed to control or modify behavior.
Contingency Contracting	An agreement between the learner and the instructor stating that upon the learner's reaching a certain goal, the instructor will reward the learner with an event, activity, or object that he likes. The terms are devised by both the instructor and the learner and the particulars are usually spelled out in writing.

Continuous Reinforcement	A schedule by which a reinforcement is given after each correct response; e.g., a learner would be given a piece of candy every time he answers a question correctly in class.
Extinction	The process by which an instructor eliminates undesirable behavior by removing its reinforcer.
Intermittent Reinforcement	A schedule in which the reinforcement is provided on the basis of some specified ratio of responses, but not after every response. For example, a learner could be rewarded with a piece of candy after every fourth correct response to a question.
Modeling	The learner learns appropriate behaviors by observing and imitating others around him.
Premack Principle	The frequency of a low-probability behavior (staying on task) can be increased when its performance is followed by the opportunity to engage in a high probability behavior (free-time).
Punishment	In this process the consequences of a behavior reduce the future rate of occurrence of that behavior. An unpleasant stimulus is delivered contingent on the occurrence of a particular undesired behavior. For example, a teacher might employ a strong verbal shout of "No" each time a certain learner would throw her pencil. If the rate of the student's behavior decreases, the shout of "No" is considered to be a punisher. Because punishment frequently causes unwanted side effects such as evasive behavior, heightened resentment, and closed communication channels, punishment is often an undesired technique.
Reinforcer	An object or event that maintains or increases behavior. Positive reinforcement rewards the learner with an object or praise immediately following the desirable behavior. Negative reinforcement withdraws or withholds an unpleasant object or event following the desirable behavior.
Self-Monitoring	An approach designed to teach individuals to monitor and control their own behavior.
Shaping	A procedure in which successive approximations of the target behavior are reinforced. The desired goal is broken down into ordered steps and reinforcement is given along the way.
Target Behavior	The specific behavior to be changed in a behavior management program. The behavior must be specific, observable, and measurable.

Timeout — Refers to a period of time during which an individual is removed from positive reinforcers or denied the opportunity to obtain them. For example, a learner who misbehaves in the classroom might be placed in a certain room (timeout room) or section of a room for a specified period of time during which no social reinforcement is given.

Frequently Asked Questions

Q. WHY DO INSTRUCTORS NEED A BEHAVIOR MANAGEMENT SYSTEM?

A. Most learners need guidelines and feedback to ensure that they perform well and to prevent them from inhibiting the learning of other students. Special needs learners, especially those with learning problems or emotional disabilities, may require special attention.

Systematic use of behavior management and performance guidelines can greatly reduce the amount of time an instructor spends repeating instructions, keeping learners on task, and reprimanding them. It may also increase the amount of material attended to and learned by the student. (Sitlington & Gleiss-Monar, 1985)

Q. WHEN DOES BEHAVIOR MANAGEMENT WORK BEST?

A. Behavior management works best when it is used early, to prevent problems from occurring in the first place. A classroom environment which promotes a spirit of cooperation and gives learners satisfaction will eliminate the need for stronger techniques in many cases. Most instructors already use intervention techniques when they use positive reinforcement to motivate students. Sitlington and Gleiss-Monar (1985) suggest the following as examples of motivational techniques:

- Providing praise for good work
- Grading according to accomplishment
- Evaluating work and providing feedback
- Suggesting projects that provoke interest
- Presenting ideas that stimulate curiosity

Q. WHAT ARE SOME GENERAL GUIDELINES FOR POSITIVE CLASSROOM MANAGEMENT?

A. Sarkees and Scott (1985) suggest the following general guidelines for positive classroom management:

- Always be prepared (materials ready)
- Control the learning experience from the beginning
- Stress the positive
- Be consistent
- Learn to judge the attention span of the learners
- Determine the appropriate work level that matches the ability of the learner
- Keep learners occupied
- Break down the tasks into components that are manageable by the learners
- Teach in small steps that allow for learner success
- Reinforce learners after every correct response when teaching a new task
- Reinforce appropriate behaviors to prevent inappropriate behaviors
- Give positive reinforcement immediately after learners respond when a new task is taught
- Be sure to reinforce positive attempts or small steps in the right direction
- Gradually increase the number of correct responses needed before learners are given reinforcement (intermittent reinforcement)
- Move from outside or extrinsic reinforcements (points, grades) to internal or intrinsic reinforcements (self-satisfaction) whenever possible
- Avoid too little reinforcement so that learners do not become frustrated and give up
- Avoid too much reinforcement so that learners do not become complacent and unchallenged
- Always end the learning experience with a positive note

Q. WHEN ARE SPECIFIC BEHAVIOR MANAGEMENT TECHNIQUES NEEDED?

A. Performance and behavior problems that require specific behavioral intervention occur when there is a discrepancy between the intructor's expectations and the learner's performance. Reasons for this discrepancy can include:

- Lack of skill on the part of the learner. In this case, the instructor must teach the learner the requisite skills.

- The instructor's expectations are unrealistic. The instructor must modify his or her expectations to fit the individual learner.

- Lack of motivation. No discrepancy exists between the learner's skill level or ability and the teacher's expectations. This is the type of problem that usually requires specific behavior management intervention. (Sitlington & Gleiss-Monar, 1985)

Q. WHAT ARE SOME POSSIBLE REASONS FOR LACK OF MOTIVATION?

A. Most learners, including those who have special needs, respond best when their performance is rewarded. Each time a successful performance is rewarded, the likelihood of another successful performance is increased. Therefore, a lack of motivation on the part of learners suggests a problem with the instructor's system of reward.

In some cases, the learner may actually perceive that participation or performance may result in punishment instead of reward:

- The instructor inadvertently punishes the best performers by asking them to do additional work.

- The content, manner of presentation, or activity are so boring that paying attention or doing the activity feels like punishment to the learner.

- The learner's past performance attempts may have resulted in failure. Often, special needs learners have a history of failure and therefore little motivation to participate in activities in which they may again fail.

The learner may be rewarded for not performing or performance may not matter:

- The instructor inadvertantly rewards misbehavior by paying attention to it.

- The learner gets attention from peers by misbehaving.

- Minimal or inferior performance brings the same reward as good or superior performance; this makes performance meaningless to the learner. (Sitlington & Gleiss-Monar, 1985)

Q. WHAT ARE BEHAVIOR MANAGEMENT STRATEGIES FOR DEVELOPING NEW BEHAVIORS?

A. A. Modeling

When the learner observes another learner performing a particular behavior and being rewarded for it, this increases the likelihood that the learner will imitate (model) the behavior in order to be rewarded. In this fashion learners learn when behaviors have positive consequences. Since the positive approach is always preferred, the instructor should also use verbal praise to call attention to the good behavior being modeled, e.g., "I'm really pleased that you brought your homework in today."

Masters and Mori (1986) suggest the following approach to encouraging modeling:

1. Identify the target behavior.

2. Select the model. Modeling is even more effective if the model chosen is a learner with high prestige.

3. Describe and discuss the process with the model and the learner who is to learn the behavior. Both learners should understand the target behavior and the nature of the positive consequences that will follow the performance of the target behavior.

4. Place the learner who is to learn the behavior in close proximity to the model.

5. Provide immediate reinforcement each time the model exhibits the target behavior. Be sure to call attention to the target behavior as it is being reinforced. (e.g., "Thank you, Jill. I like the way you followed my directions to take out your book.")

6. Provide reinforcement any time the observer models the appropriate behavior.

7. Monitor the program to determine its effectiveness.

According to Mercer and Mercer (1981), in addition to encouraging the observer to learn new behaviors from the model, the observer may learn similar desirable behaviors and previously acquired inappropriate behaviors may diminish in frequency.

B. Encouragement

According to Dreikurs, Grunwald, and Pepper (1982) the process of encouragement is paramount in building the learner's ability and in developing his commitment to the learning process. Lack of appreciation may easily discourage the learner and he may withdraw from participation.

Encouragement is an action that conveys to the learner that the instructor respects, trust, and believes in him and thinks that his present lack of skill in no way diminishes his value as a person. Recognition must be given for trying even if there has been no visible accomplishment.

Dinkmeyer and Dreikurs (1963) developed a list of nine factors that instructors should keep in mind when they are encouraging learners:

1. Place value on the learner as he is.
2. Show faith in the learner and enable him to have faith in himself.
3. Sincerely believe in the learner's ability and win his confidence while building his self-respect.
4. Recognize a job "well done" and give recognition for his effort.
5. Utilize the instructional group to facilitate and enhance the development of individual learners.
6. Integrate the group so that each learner can be sure of his place in it.
7. Assist in the development of skills sequentially in order to insure success.
8. Recognize and focus on strengths and assets.
9. Utilize the interest of the learner to energize constructive activity.

Reimer (1967) offers a list of words that are encouraging to a learner:

1. "You do a good job of. . ."
2. "You have improved in. . ."
3. "We like (enjoy) you, but we don't like what you do."
4. "You can help me (us, the others) by. . ."

5. "Let's try it together."

6. "So you did make a mistake; now, what can you learn from your mistake?"

7. "You would like us to think you can't do it, but we think you can."

8. "Keep trying. Don't give up."

9. "I'm sure you can straighten this out (solve this problem), but if you need any help, you know where to find me."

10. "I can understand how you feel (not sympathy, but empathy), but I'm sure you'll be able to handle it."

Q. WHAT ARE BEHAVIOR MANAGEMENT STRATEGIES FOR CHANGING EXISTING BEHAVIORS?

A. A. Verbal Reward Consequences

Presenting verbal rewards when appropriate behavior occurs increases the future probability of the behavior. The first step in constructing and presenting verbal reward consequences is to identify effective reward statements about the condition and the behavior desired, and indicate teacher approval of the appropriate behavior. Medland and Vitale (1984) provide the following examples of effective verbal reward statements:

Condition	Behavior	Verbal Reward
Instructor: "John, please sit in your chair.	John sits down.	Instructor: "Thank you, John. I appreciate your following directions to sit down."
Instructor: "John, please keep working until you finish your work.	John works until finished.	Instructor: "I like the way you worked until you finished today, John."

Verbal Correction Consequences

Correction consequences are presented to reduce future occurrences of inappropriate behavior. An instructor's verbal statement as a correction should make reference to the existing condition and behavior nonmatch, and describe the appropriate behavior desired. Medland and Vitale (1984) provide the following examples of effective correction statements:

Condition	Behavior	Verbal Consequence
The classroom rule is that no student may put another in danger.	James throws a book across the room.	Instructor says: "James, throwing a book puts others in danger. Please sit in the back of the room until I can talk with you."
The classroom rule is to read an assignment quietly.	Mark hits his neighbor with a spitball.	Instructor: "The rule is to read quietly, not throw spitballs."

B. Contingency Contracting

Contracting for desired behavior is a positive approach. The instructor should identify the desired behavior, select a reinforcer which will encourage the desired behavior, then negotiate a contract with the learner.

There are three elements that should appear in any contract:

1. Target performance - The task should be stated so that the learner knows exactly what is expected. Observable, measurable terms should be used (e.g., say that the learner will do something rather than that the learner will not do something).

2. Success requirement - Clearly state the criteria for how well the task is to be done. Duration of the behavior, frequency of the behavior, and level of achievement should be addressed. Examples are listed below:

   Duration - for 2 weeks; for 20 minutes; until the lecture is over
   Frequency - 3 times each class period; 5 times a week
   Level - with no more than 2 mistakes; with 90% accuracy

3. Incentives/rewards - Clearly state the pay-off for the learner (what the reward is and when it will be given).

To ensure the success of the contracting method, the guidelines listed below should be followed:

1. Initially, the reward should be provided immediately. This is most effective while the learner is still learning the rules of the system.

2. Initially, small positive steps should be rewarded. The large task should be broken into smaller, sequential steps and the learner should be rewarded after each successful step.

3. Give frequent, small rewards rather than one large one.

4. Initially, consistent reinforcement should be provided.

5. Strictly adhere to the terms of the contract. First the student performs, then he is rewarded.

6. Incorporate honesty into the contract terms. The target performance must be realistic and attainable. The pay-off must equal the work.

7. Do not reinforce inappropriate behavior. Withhold the reward if the contract terms are not met by the learner.

8. Remove aversive stimuli. Refrain from punishing non-compliance with the contract. Withholding the desired reward is enough.

9. If possible, coordinate with other instructors. This will encourage consistency of desired behavior.

(Axelrod, 1977; Sitlington & Gleiss-Monar, 1985)

C. Timeout

When used appropriately, timeout can help students with mild to severe handicapping conditions gain control over a wide variety of behaviors such as tantrums, crying, yelling, aggression, and off-task behaviors.

There are three major forms of timeout. These forms are listed below:

1. Isolation - The learner is placed in an unlocked, separate, preferably barren room for a predetermined period of time.

2. Exclusion - The learner is excluded from participating and observing the ongoing activities without removing the learner from the room. One way to implement exclusion is by turning a learner's chair to face the wall.

3. Nonexclusion - The learner is able to observe ongoing activities, but not to participate. The most common procedure for nonexclusion is to remove the learner to a seat at the periphery of ongoing activities.

According to Cuenin and Harris (1986) in order to enhance the chances of success of timeout, instructors should follow the steps listed below:

1. Operationally define the target behavior and gather baseline data. This step is necessary so that the instructor can be clear and consistent about what constitutes the target behavior and can communicate the target behavior to the learner. It is important to collect data on the frequency, intensity, and duration of the behavior so the instructor is able to check the effectiveness of timeout.

2. Analyze the situation(s) in which the target behavior is occurring. Is the target behavior most likely to occur during a specific time of day or class, or following certain behaviors of the instructor or significant others? Is the setting from which the learner will be removed a desirable setting for that learner? If not, timeout is likely to be ineffective.

3. Consider relevant characteristics of the student. The learner who enjoys daydreaming, who is passive, solitary, or withdrawn, may not be a good candidate for timeout.

4. Plan the initiation, duration, and termination of timeout. When the target behavior occurs, the learner should be redirected to appropriate behavior. If the target behavior continues, the learner should receive a warning. If the behavior continues, timeout should be implemented. When implementing timeout, it is critical that the instructor refrain from providing any social reinforcement to the student. If a verbalized reason for timeout is given, it should be given briefly (i.e., "You screamed. Timeout."). Extended eye contact and attention should be avoided. Research indicates that relatively short timeout periods are effective in controlling behavior. Durations of five minutes or less are effective with many learners. It is important to use a timer to ensure that learners are not left in timeout longer than intended.

5. Determine the type of timeout and supervision. Exclusion and nonexclusion timeout procedures are preferable to isolation and should be attempted first where possible. Exclusion or nonexclusion are less disruptive to implement and easier to monitor than isolation. Nonexclusion allows the learner to remain in the learning environment. He is exposed to models of appropriate behavior and is able to view instructional activities. Isolation has several disadvantages: it removes the learner from the learning environment, it may increase the probability of negative side

effects, and it may be harder to control as an aide would have to serve as a monitor to ensure that the learner receives no reinforcement while in timeout, and that the student displays appropriate timeout behavior.

6. Plan for reinforcement of desirable alternative behaviors. Desirable alternative behaviors should be systematically reinforced and strengthened. Increase the amount or types of reinforcement available for appropriate behaviors and highlight other positive contingencies.

7. Explain the reasons and rules for timeout. Timeout should be clearly contingent upon the target behavior and as immediate as possible, and the student should understand the rules operating during timeout.

8. Plan for monitoring and evaluation of the timeout intervention. The instructor should compare baseline data and data collected during implementation of the timeout program to determine whether timeout has caused a decrease in target behavior. Gast and Nelson in Cuenin and Harris (1986) suggested that the following information be included in a timeout record:

    a. the student's name;

    b. a description of the episode leading to timeout;

    c. the time of day a student was placed in timeout, and the time released;

    d. the total duration of each timeout;

    e. the type of timeout employed; and

    f. a description of the student's behavior in timeout.

D. Self-Monitoring

Self-monitoring has been used to improve story writing, on-task behavior, work behaviors, and study habits. It has also been used to improve classroom behavior, assign grades, and measure job performance.

Some of the advantages of having learners monitor their own behavior are discussed below:

1. Improves target behaviors. Self-observation and recording used together seem to lead to improvement in behavior. Learners are able to count the frequency of

specific behaviors and interpret the contingent consequences.

2. Stresses the student's role in behavior change. Self-monitoring often makes individuals more aware of their own behavior.

3. Allows generalizations to nonschool environments. It can be used with behaviors exhibited in regular classes, in the home, and on the job.

4. Frees teachers for other tasks. The collection of data from direct observation is often omitted by instructors due to their more immediate responsibilities. Self-monitoring may offer a partial resolution to this problem.

5. Teaches responsibility and self-determination. Learners who can monitor their own behavior probably receive gratification from assuming some responsibility for their behavior. In some cases, this control may represent the first time students have had training in the personal control of such aspects of their lives.

Proper student preparation is crucial if accurate self-monitoring is to occur consistently. Several general strategies that should be considered when teaching self-monitoring to students are discussed below:

1. Define the behavior explicitly. The more precisely a behavior is defined, the more likely it is that a student will be able to observe and record it accurately. For example, "being out of one's seat for five seconds or longer" is easier to monitor than "staying on task." Viewing examples of specific behaviors on videotapes may be particularly meaningful to most students.

2. Simplify behavior counting and recording. The student could use a pencil and paper, drop pennies or tokens into a box, transfer objects from one pocket to another, or press a wrist counter. The simpler the process, the more accuracy can be expected.

3. Use time limits. Students should not be expected to count behaviors over an indefinite period. Using a predetermined 15, 30, or 60 minute period is preferred. Also, monitoring one or two behaviors at a time is more efficient than trying to observe several.

4. Use teacher reliability checks. Students should practice self-monitoring until high levels of reliability are obtained. Teachers should make unobtrusive relia-

bility checks on an intermittent basis. Students should be rewarded for achieving a given level of reliability (e.g., .80).

5. Practice the process. The behavioral principle of teaching a skill to fluency levels may be as important in self-monitoring to generalization and maintenance as it is in others areas of functioning (Frith & Armstrong, 1986).

Q. WHAT ARE SOME STRATEGIES FOR DEVELOPING BEHAVIOR GENERALIZATION?

A. Stokes, Baer and Gardner in Algozzine, Schmid and Mercer (1981) discuss several procedures which facilitate behavior maintenance and/or generalization:

1. Change the type of reinforcement so that it is more similar to the student's natural environment. Partial or intermittent reinforcement can be used. Also, social praise, task accomplishment, monetary reward, and recognition from others may be used to maintain the behavior rather than the use of tangible reinforcers.

2. Arrange characteristics in the training setting to be increasingly similar to other settings in which the behavior is expected to generalize. Irrelevant or distracting stimuli may be gradually introduced in order to vary the conditions in which training takes place.

3. Practice the behavior in other settings in which the new behavior will be useful. The behavior should be exhibited under various conditions, with different people, and in different locations.

4. Train other instructors and parents to use behavior management procedures in the school and home which were found to be successful in the initial training program.

5. Teach the learner to manage his own behavior. By teaching the learner to reinforce himself, the control of the behavior is within the learner rather than according to external events.

99 WAYS TO SAY "VERY GOOD"

1. That's it!
2. Right on!
3. You've got that down pat.
4. That kind of work makes me very happy.
5. You must have been practicing!
6. I've never seen you do better.
7. It's a pleasure to teach when you work like that.
8. That was first class work.
9. Now that's what I call a fine job!
10. That's the way.
11. Fine!
12. You outdid yourself today!
13. You make it look easy.
14. You're on the right track now!
15. You are really learning a lot.
16. Congratulations. You got (number of behaviors) right!
17. Keep on trying.
18. Well, look at you go!
19. That's really nice.
20. You're getting better everyday.
21. You've got your brain in gear today!
22. Now you've figured it out.
23. I think you've got it now.
24. Good job, (name of student).
25. I am impressed!
26. I'm very proud of you.
27. That's the way!
28. You are very good at that.
29. I knew you could do it like that!
30. One more time and you'll have it.
31. Exactly right!
32. Keep on trying.
33. Keep working on it, you're getting better.
34. You're doing beautifully.
35. That's quite an improvement!
36. That's coming along nicely.
37. You remembered!
38. Good going.
39. That's better than ever.
40. Fantastic!
41. Not bad!
42. You've just mastered that.
43. You're really working hard today.
44. That's really nice.
45. Way to go!
46. That's better.
47. You figured that out fast.

48. TREMENDOUS!

49. You haven't missed a thing.

50. That's the right way to do it.

51. Keep it up!

52. You're learning fast!

53. GREAT!

54. Now you have it!

55. I'm proud of the way you worked today.

56. Now you have the hang of it.

57. That's it!

58. You are doing much better today.

59. You are really working hard today.

60. That's the best ever.

61. That's good, (name of student).

62. SUPER!

63. I'm happy to see you working like this!

64. You really make my job fun!

65. That's a good (boy/girl).

66. Nothing can stop you now!

67. Good thinking!

68. EXCELLENT!

69. WOW!

70. You certainly did well today!

71. You're doing fine.

72. Now you have the hang of it.

73. Good for you!

74. That's really nice.

75. PERFECT!

76. That's good!

77. Keep working on it, you're getting better.

78. Good going!

79. WONDERFUL!

80. THAT'S IT!

81. You're really going to town!

82. Good work, I knew you could do it!

83. I couldn't have done it better myself!

84. You did a lot of work today!

85. That's good!

86. Keep on trying.

87. Not bad.

88. Marvelous!

89. Well, look at you go.

90. SENSATIONAL!

91. That's much better!

92. You're on the right track now.

93. Right on!

94. That's quite an improvement!

95. You've just about got it!

96. Way to be!

97. Terrific work!

98. You're really concentrating!

99. Super job!

(Sitlington & Gleiss-Monar, 1985)

CONTINGENCY CONTRACT

LEARNER: _____ INSTRUCTOR(S): _____

DATE: _____ _____

TARGET PERFORMANCE:

_____

_____

_____

SUCCESS REQUIREMENT:

_____

_____

IF THE ABOVE STATED TARGET PERFORMANCE IS SUCCESSFULLY DEMONSTRATED BY THE LEARNER, THE INCENTIVES/REWARDS LISTED BELOW WILL BE PROVIDED BY THE INSTRUCTOR(S).

INCENTIVE/REWARDS:

_____

_____

_____

SIGNATURES

LEARNER: _____ INSTRUCTOR(S): _____

DATE: _____ _____

Adapted from: Phelps, L. A. (1976). Instructional development for special needs learners: An inservice resource guide. Urbana, IL: Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign.

(42.C:CC)

CONTINGENCY CONTRACT

LEARNER: Pete Markel INSTRUCTOR(S): J. Linkman, Auto

DATE: Jan. 12

TARGET PERFORMANCE:

For a period of one month from today, Pete will complete and turn in all daily written assignments by the end of the class session

SUCCESS REQUIREMENT:

All work must be done with 80% accuracy and with no more than 2 missing assignments

IF THE ABOVE STATED TARGET PERFORMANCE IS SUCCESSFULLY DEMONSTRATED BY THE LEARNER, THE INCENTIVES/REWARDS LISTED BELOW WILL BE PROVIDED BY THE INSTRUCTOR(S).

INCENTIVES/REWARDS: After completion of the above, Pete will be allowed to use the auto lab equipment/tools during his free period for 2 weeks to service his motorbike.

SIGNATURES

LEARNER: Pete Markel INSTRUCTOR(S): John Linkman

DATE: 1/12

ADAPTED FROM PHELPS, L. A. (1976). INSTRUCTIONAL DEVELOPMENT FOR SPECIAL NEEDS LEARNERS: AN INSERVICE RESOURCE GUIDE. URBANA, IL: DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN.

A LIST OF REINFORCERS IDENTIFIED BY SECONDARY-AGED STUDENTS

1. Free Time
   - Doing Nothing
   - Reading Magazines (from home - outdate library copies)
   - Reading Newspapers
   - Writing a Letter (to a rock star - favorite author - politician - probation officer - friend)
   - Peer Tutoring (your class or another one)
   - Listen to Records (from class - library - home)
   - Visit to Library
   - Work on a Hobby
   - See a Film
   - Draw - Paint - Create
2. Acting as Teacher Assistant (any length of time)
3. Acting as Principal Assistant (any length of time)
4. Have Class Outside
5. Field Trip
6. Go to a Movie (group or individual)
7. Have a Soda
8. Have an Afternoon for a Sport Activity (some play and some watch)
9. Play a Game (Bingo - cards - board games)
10. Use a Camera (take a roll of film and have it developed)
11. Play Trivia Games
12. Time Off From School
13. Coach's Assistant (any length of time)
14. Lunch Picnic
15. Run Errands
16. Extra Time in High Interest Areas (shop - art - P.E.)
17. Do Clerical Work in Building (ditto - office errands)
18. Library Assistant (any length of time)
19. Custodian Assistant (any length of time)
20. Watch TV
21. Earn a Model
22. Typing
23. Attend a Sports Event (group or individual)
24. Food or Treat Coupons
25. Iron-on Decals

McCarney, S. B. (1985). Behavioral intervention manual: Intervention strategies for behavior problems in the educational environment. Columbia, MO: Hawthorne Educational Services.

Sample Teaching Plan

Objectives:
1. To reduce the rate of uncomplimentary verbal comments to peers during resource class.
2. To teach self-monitoring skills for event recording.
3. To teach the relationship between the student's behavior and its consequences.

Activity:
The student is informed that his or her behavior is being recorded on the cassette recorder. After a week's recording, the teaching of self-monitoring begins using the recorded tapes. The student listens to examples of uncomplimentary remarks and learns to record on a 3 x 5 index card each time he or she hears the behavior occur (see Figure 2). When the teacher and student develop a level of reliability equal to or greater than .80, the student begins recording during actual class periods using the same method (e.g., checksheet, golf counter). (Note: To compute this reliability figure, take the student count and the teacher count; then divide the smaller by the larger.) At this time, the teacher removes the cassette recorder from sight and uses it intermittently. The student is rewarded when reliability checks with the audiotaped data are at or above .80. At this point, an additional consequence for reducing the rate of the uncomplimentary remarks can be introduced. The cassette recordings and reliability checks should continue once a week on random days. When reliability drops below the prescribed level (e.g., .80) various penalities can be exacted such as the loss of reinforcers or a temporary return to teacher monitoring. If any disagreement occurs at any stage concerning reliability, reference can be made to the tapes.

Evaluation:
a. Students who achieve reliability levels of .80 or above in recording behaviors have acquired the skill of self-monitoring.
b. Students who have achieved (a) and reduced their level of occurence of the targeted behavior have become partners in the management of their behavior.
c. Students who have achieved (a) and (b), as well as identifying the relationship between their uncomplimentary remarks and peer responses have learned about the consequences of their behavior.

Firth, G. & Armstrong, S. (1986). Self-monitoring for behavior disordered students. Teaching Exceptional Children, 18 (2), 144-147.

(42.C:STP)

Sample Teaching Plan

Objectives:
1. To increase the amount of time spent on task during regular class periods.
2. To teach self-monitoring with time-sampling recording.
3. To increase regular education teacher acceptance of behavior disordered students.

Activity:
The student's behavior is recorded in the following manner:
a. The student is asked to make a check mark each time that the teacher looks at him or her and she or he is on task.
b. The student is asked to make an "X" each time the teacher looks at him or her and she or he is off task.
c. The teacher is asked to make periodic checks for accuracy or interobserver agreement comparisons.
d. When reinforcers are contingent upon self-monitored behavior, penalties are imposed for exaggerated improvement (when compared to teacher-monitored behavior for the same time period).

Evaluation:
a. Students who achieve interobserver agreement levels with the teacher in the range of .80 to .90 have acquired the skill of self-monitoring with time sampling recording.
b. Students who have met the criteria for (a) and have increased their percentage of instances of on-task behavior as compared to off-task behavior in the regular class.
c. Students who meet the criteria for (a) and (b) as well as discussing their task-related behavior with their regular class teacher(s) on the basis of objective information in which both parties have input may perceive their roles as students in a new manner.

Sample Self-Monitoring Card

_____

_____

_____

_____

_____

_____

Instructions: Every time you say something that is bad about another student during special class put a tally mark on the lines above.

(3 x 5 index card)

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(42.C:BEHAVIOR.MGT)